

# Hill Avenue Junior and Infant School

## Inspection report

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<b>Unique Reference Number</b>	104326
<b>Local Authority</b>	Wolverhampton
<b>Inspection number</b>	308573
<b>Inspection dates</b>	16–17 January 2008
<b>Reporting inspector</b>	Ted Wheatley

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	346
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Glen Byrne
<b>Headteacher</b>	Tim Moule
<b>Date of previous school inspection</b>	8 December 2003
<b>School address</b>	Hill Avenue Lanesfield Wolverhampton WV4 6PY
<b>Telephone number</b>	01902 558750
<b>Fax number</b>	01902 558751

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a large primary school and pupils come from a wide range of socio-economic backgrounds. The proportion of pupils entitled to free school meals is below average. The percentage of pupils from minority ethnic backgrounds is above average and rising, but the proportion in the early stages of learning English remains average. The proportion of pupils with learning difficulties and/or disabilities is below average. Attainment on entry to the school is broadly average although slightly more children than normally seen enter the Nursery with poor language and communication skills.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

The school provides a satisfactory and rapidly improving standard of education. Standards are broadly average and rising and pupils' achievement in the main school and Foundation Stage is satisfactory and recovering after a period of being unsatisfactory. In particular, pupils' writing skills have improved. Pupils enjoy being at the school. They are enthusiastic about learning and thrive on challenging work. The great majority of parents are very pleased with the school and the way it has changed recently, and how well it responds to their concerns.

Leadership and management are satisfactory overall, and the headteacher provides good leadership with a clear direction for improvement. Leadership at all levels is improving, as the impact of newly appointed staff to posts of responsibility starts to have a positive effect. This is evident in rising standards, especially in English, and in the curriculum and teaching. The school has a sound grasp of the areas it needs to work on and is rightly now focusing on raising standards in mathematics where pupils' mental calculation skills are not good enough. Pupils' achievement here is not as high as in English.

Teaching is satisfactory. Lessons are challenging and interesting although sometimes teachers spend too long talking rather than getting pupils to work independently. As a result progress is a little slower than it could be. Marking is satisfactory, often with clear guidance on how pupils can improve, although teachers do not always check that pupils have followed the guidance given. Nevertheless, teaching is improving, particularly in the way assessment is used to make sure work is matched to pupils' learning needs. The curriculum is broadly satisfactory with a wide range of visits and visitors that significantly enrich pupils' experience. There is a reasonable range of out of lesson activities that pupils enjoy and the school works hard to extend the choice available.

Pupils' personal development is good. They attend school regularly, behave very well and treat each other with consideration. They have a sound understanding of the importance of healthy lifestyles and how to behave safely. Pupils are willing to take on responsibilities and have been active in suggesting and organising a wide range of games and activities that take place at lunchtimes. The quality of care, guidance and support is satisfactory, with very good relationships and personal support for pupils that contribute significantly to pupils' personal development. Safeguarding requirements are fully met.

Assessment is accurate and used well to plan teaching and to set targets. However, pupils are not always aware of their targets or how to achieve them, although the school is working hard to improve this. This is holding back pupils' further progress.

## Effectiveness of the Foundation Stage

### Grade: 3

Provision in the Foundation Stage is satisfactory and improving under new leadership. Children make a secure start to school and they behave well and settle quickly. Parents appreciate the support they receive and close contact they have with school. Children's learning needs are increasingly well met because newly introduced accurate assessment helps teachers plan well-tailored and lively activities. Staff understand children's needs and provide challenging and stimulating work. Children are well supported and their progress is satisfactory and improving after a period of inadequate achievement. By the time they enter Year 1 the majority of them reach the expected skill levels and the great majority have good personal, social and emotional

skills. While children's development of physical skills is satisfactory, the school plans for them to improve further with better access to outdoor facilities. Adults provide good role models for language and encourage children to work and play independently. Children work and play happily together and readily participate in activities. Good communication between staff ensures there is a smooth transition to Key Stage 1.

### **What the school should do to improve further**

- Improve achievement, especially in mathematics, by helping pupils develop their competency in mental calculation.
- Help pupils gain independent learning skills by making sure lessons include an appropriate balance of pupil led activities and teacher led ones.
- Help pupils achieve more by making sure they know what their targets are, what they need to do to achieve them and that they follow advice given in marked work.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Despite some variation between subjects, pupils' achievement is improving. Literacy skills, especially writing at Key Stage 2, have improved rapidly because of the wide range of opportunities and writing activities provided. Recent teachers' assessment of writing in Key Stage 1 showed that some of the most able pupils underperformed. The school responded by providing a wide range of writing activities to deal with this and the performance of these pupils has now improved. Achievement in mathematics is lagging a little behind English, mainly because of insecure mental mathematical skills. This is now the focus of the school's attention although strategies to improve the situation are not yet fully in place. At times pupils do not have enough opportunity to develop independent learning skills and this holds back their levels of achievement.

Pupils with learning difficulties and/or disabilities make satisfactory and improving progress because of accurate identification of their learning needs and sensitive help. Those with English as a second language make satisfactory and sometimes good progress because of carefully planned support.

In the Foundation Stage, children make sound and improving progress as a result of improved accuracy in assessing children's learning needs and careful match of activities to aid their acquisition of skills.

## **Personal development and well-being**

### **Grade: 2**

Pupils enjoy school and this is reflected in good attendance. They are keen to learn and they form good relationships with adults and other pupils. They understand what they need to do to keep safe and all pupils feel secure in school. Behaviour is very good and the school encourages pupils to discuss any problems that might arise.

Pupils' spiritual, moral, social and cultural development is good and pupils are particularly considerate of the needs of others. They have a good understanding of their own and other

cultures and beliefs through workshops, visits and special multicultural weeks. Spiritual development is broadly satisfactory.

Pupils understand the need for a healthy lifestyle, though some do not always eat as healthily as they should. Pupils pursue a range of activities in the playground, often organising the activities themselves. They take on responsibilities and contribute to the school and wider community. For example, pupils are actively involved in the school council, concerts and fund raising for national and local charities. Given that pupils have broadly average basic academic skills, they are suitably prepared for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers have good subject knowledge, often evident in well planned activities and frequently challenging questioning that engage pupils' attention and enthusiasm. Work is mostly well matched to pupils' learning needs and with opportunities for pupils to attempt more challenging work where they can. However, at times teachers speak for too long, preventing pupils engaging in independent learning and also limiting how closely they can check pupils' progress.

Occasionally the pace of work is too slow and pupils' attention begins to wander – though not to become disruptive. Marking is satisfactory and often gives pupils good guidance on what to do to make further progress, but later work is not consistently checked to ensure pupils have followed advice.

The support for pupils with learning difficulties and/or disabilities and for those who do not have English as their first language is well organised. Classroom assistants are fully involved in this and provide effective and sensitive support for pupils.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is well organised with some instances of valuable links between subjects. For example, the 'Wolverhampton at War' makes good links between religious education, literacy and history. While this approach is not extensive, plans for further links to enhance pupils' skills and understanding are at an advanced stage of planning. Provision for information and communication technology is satisfactory with new resources and well-developed plans to take it on further.

The curriculum is enhanced effectively with other activities. Performing arts are especially good. For example, the Key Stage 2 choir takes part in local and national competitions, and there are termly performances, such as 'Guy and Dolls'. There is a sound range of well-supported, out-of-school clubs, sports and musical activities.

### **Care, guidance and support**

#### **Grade: 3**

Pupils are well cared for in a happy learning environment. Safeguarding procedures are secure and the school is a safe place. Adults provide particularly good personal support for pupils and along with very good relationships, this plays a significant part in pupils' good personal development. Pupils are mostly set academic targets but do not consistently remember what they are, how to achieve them, or know how well they are making progress.

Links with families, external agencies to support pupils with learning difficulties and/or disabilities and those from minority ethnic backgrounds, and cultural organisations are good. They enhance pupils' achievement, well-being and personal development.

## **Leadership and management**

### **Grade: 3**

The headteacher's clear direction for school improvement is based on accurate evaluation and identification of the school's strengths and weaknesses. All staff are committed to improvement and recent changes in leadership and management have led to rapid improvements in achievement after a period where it was too low. Challenging academic targets, improved teaching, and newly introduced assessment that is used to match work to pupils' needs have been effective in helping raise standards. Improvements are not complete because standards in mathematics have not risen fast enough and the new assessment strategies have not yet led to all pupils knowing their targets and how to improve their work. However, improving leadership skills and the plans to develop mathematics and assessment mean the capacity for further improvement is now satisfactory. Although belated, the school has made sound progress since it was last inspected.

Governors meet their statutory obligations. They provide a good level of challenge and are becoming increasingly well informed in their efforts to support the school.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

18 January 2008

Dear Pupils

Hill Avenue Junior and Infant School, Wolverhampton, WV4 6PY

Thank you for making our time in your school so enjoyable. We spoke to many of you while we were there and it was good to hear that you enjoyed school so much. The comments you made to us were really helpful.

These are the main things we found out about your school:

- you attend a satisfactory and improving school
- your progress is satisfactory and improving quite fast, especially in writing; the standards you reach are about average
- teaching is satisfactory in the main school, Nursery and Reception, and work is planned to meet your learning needs
- most of you behave very well and attend school regularly
- you behave safely and treat each other and other people well
- you understand about staying healthy and most of you eat healthily and take part in physical exercise.

To improve things further, we have asked the school to:

- help you do better in mathematics by making sure you become better at mental arithmetic
- make sure you have enough time in lessons to learn how to work independently
- make sure that you know what your targets are and what you need to do to reach them.

You can help by making sure that you follow the advice teachers give you when they mark your work.

With best wishes

Ted Wheatley Lead inspector

**Annex B**

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Ted Wheatley  
Lead inspector